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ABSTRACT

Early in its deliberations, the Advisory Task Force on Declining Enrollment divided into six subcommittees, each charged with investigating and making recommendations on one phase of the declining enrollment problem. Part 1 of this report is made up of digests of the efforts of these subcommittees. The six areas studied are operational costs per pupil, transportation, standards of quality for buildings and sites, building utilization, alternative uses of school buildings, and grade reorganization. The second mission of the task force was to examine the school system and to make recommendations. Part 2 of this report provides comments on and recommendations for individual schools. An appendix provides information on membership trends and enrollment predictions. (Author/IRT)

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Final Report of the

ADVISORY TASK FORCE ON DECLINING ENROLLMENT

Prepared by

The Representative Group of Citizens Who Served on the

ADVISORY TASK FORCE ON DECLINING ENROLLMENT

Mr. Charles T. Clark, Chairman

with the assistance of the

Department of Research, Planning and Development

Dr. Paul I. McCloud, Assistant to the Superintendent

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Dr. Larry L. Zenke, Superintendent

Tulsa Public Schools
Tulsa, Oklahoma

February, 1978

EA 010 696

FOREWORD

The participation of citizens in the planning and direction of their local public schools is a long-standing American tradition. This report demonstrates that Tulsa strongly supports this valuable democratic process. The members of this Task Force, representing a cross section of neighborhoods and groups from throughout the community, have worked very hard, doing everything they could to remain neutral and to recommend only that which they felt was best for the students in the Tulsa Public Schools. They should be publicly commended for their efforts.

At the same time, it is recognized that the Task Force recommendations are just that. They are not binding upon the elected officials of the Board of Education. However, if even some of our recommendations are found to be useful, the Task Force will be pleased that our efforts have been recognized.

A further realization is that probably not a single member of the Task Force can agree with every recommendation contained in this final report. But such is the democratic process, and this document, imperfect though it be, is still undoubtedly superior to what any one individual could have produced.

We are proud of this report. But even more, we are proud to live in a city which recognizes the value of citizen participation in the solving of community problems. Every member of the Task Force has been impressed by the honesty, the loyalty and the sincere dedication of the teachers and administrators in the Tulsa Public Schools. It is gratifying to know that our professional educators are truly dedicated to providing the best education possible for all Tulsa children.

We thank the Board of Education and the Superintendent of Schools for inviting us to share in this important effort. We hope our contribution will be helpful.

Charles T. Clark, Chairman
Advisory Task Force on Declining Enrollment

January 31, 1978

ACKNOWLEDGMENTS

Hundreds of hours of diligent effort have been expended by the members of the Advisory Task Force on Declining Enrollment as they have reviewed the problems of enrollment decline in the Tulsa Public Schools. The Task Force has been busily engaged in data gathering and analysis, school visitations and committee meetings over the past many months. The results of their efforts are clearly evident in this report.

This final report, approved unanimously by the Task Force on January 26, 1978, is a consolidation of the careful deliberations of several subcommittees which worked within the Task Force. Although it is anticipated that certain of the Task Force recommendations will not meet with full approval in the community, a review of the report will convince the reader that the Task Force was very thorough in carrying out the task with which it was charged in May of 1977.

The recommendations of the Task Force will be of great assistance to the Board and to the staff as we finally reach the difficult decisions which must be made in response to declining enrollment. Throughout this difficult decision-making process, our goal will continue to be that of providing a high quality educational program for all students, while utilizing most efficiently the resources of the school system through the wise allocation of staff, materials and facilities.

I know of no other large city whose citizens have successfully completed such a thorough study as this one of the problems of declining enrollment. The members of the Task Force listed on the following page deserve the thanks not only of the Board and myself, but that of the community as a whole. They have rendered a very important service to their community, a service which will have important implications for the children of this city over the next several years.

Larry L. Zenke
Superintendent of Schools

February 6, 1978

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Final Report of the

ADVISORY TASK FORCE ON DECLINING ENROLLMENT

Introduction

The Tulsa School System is facing a problem common to almost all large cities in the United States. The war baby boom is over, the "pill" is helping young families limit births to the number of children they desire, and migration to the suburbs continues to reduce urban school enrollments. Nobody, from the experts in Washington to the local school boards, anticipated the full impact of the sudden drop in grade school population when it hit in the late 1960's. These smaller groups are now beginning to arrive in the junior highs and the empty classrooms we now see in grade schools will soon become evident in secondary schools as well.

Little information is available to assist school boards in coping with this problem. Anybody who makes a prediction as to whether the trend will continue, reverse or plateau is, at best, making an educated guess. Where our school population will be in ten years is an open question.

In May of 1977, Superintendent Larry Zenke decided that it would be helpful to have a group of unbiased citizens study and make recommendations regarding this problem. An Advisory Task Force on Declining Enrollment was assembled with the following mix of forty-eight interested citizens:

1 Task Force leader
20 Representatives chosen by groups of PTA's
3 Teachers, one each from grade school, junior high and senior high
3 Principals, one each from grade school, junior high and senior high
6 School advisors
15 Representatives from community organizations

The Task Force was charged with the following responsibilities:

1. To study the past and projected membership trends of the Tulsa Public Schools.

2. To review the capacity and the condition of the various school buildings.

3. To examine the effect of the size of a school's enrollment upon per/pupil operational costs.

4. To consider the influence of a school's enrollment upon its educational program offerings.

5. To recommend to the Superintendent (1) a long-range plan for utilizing the physical plants of this school district most efficiently and to the maximum benefit of the children served, and (2) the actions required to meet the facility utilization needs for the 1978-1979 school year.

The Task Force met on the third Thursday of each month from May, 1977 through February, 1978. The first few meetings were educational, trying to learn the size of the problem and using what information was available from the few other cities who have used various approaches. The Task Force then was divided into six subcommittees, each charged with investigation and recommendations on one phase of this growing problem. Each subcommittee selected a chairperson and a recorder. One advisor from the school administration, who was not a voting member, was assigned to each committee to assist them with any statistical information needed. The reports shown in PART ONE below are a digest of the efforts of these first six subcommittees. The complete reports were presented to the Board of Education on September 21.

The Task Force was then divided into six new subcommittees, one charged with the investigation of high school facilities, one with junior high schools and four to the north, south, east and west elementary school areas. Their reports constitute the final efforts of this Task Force and are presented in PART TWO.

All meetings were open to the public and to news media. Care was taken to prevent domination by professional educators or those having vested interests in the schools. The members of the Task Force worked very diligently, giving much of their own personal time to the work of the Task Force. All members are to be commended for the intelligent way in which they sought answers to these very difficult problems.

It is worth noting that every subcommittee report stressed the fact that their prime objective was the best possible education for the children of Tulsa within the facilities and means available.

PART ONE

Operational Costs Per Pupil:

Because of the extreme variation in the enrollment of individual schools, there is also a wide differential in per pupil operational costs. As a school's enrollment goes down, the per pupil cost goes up, with the result that staff cuts may affect the quality of education in that school. But since the "neighborhood" school concept is still very popular, particularly at the elementary level, it is probably preferable, within the limits of basic education, to limit curriculum rather than close a school.

The Task Force suggests that a school is seriously cost-ineffective when the cost per pupil exceeds 30% of the average for all pupils in Tulsa. However, the student capacity of a building should also be an important factor in determining the cost-ineffectiveness of a school. Minimum enrollments suggested are 225 in elementary schools, 450 in junior high schools and 825 in senior high schools.

A city-wide boundary change should be implemented to improve the balance of enrollment between schools. This should be given wide publicity and all changes should be made at one time for the whole city. When such a change is made, it might be advisable to cluster geographically close elementary schools into attendance areas. Within the area, each school could offer a different educational approach--self-contained classrooms, open design classrooms or a semi-departmental organization. In addition, each school might offer a specialized program for remedial, accelerated or physically handicapped students. This "cluster design" would give parents a larger voice in the type of education their children receive and would encourage voluntary distribution of students.

Transportation:

In line with its support of the neighborhood school concept, the Task Force believes that no student should be required to spend more than 30 minutes each way being transported to his assigned school, except where integration is involved. In addition, before a school is closed, many factors related to school operational costs must be considered, not just the salary of the driver and the cost of operating the bus. For example, some believe that the closing of a neighborhood school reduces the value of properties in the area. In such a case, the loss of ad valorem taxes must be considered along with the added transportation expense. A school should be declared cost ineffective and students transported to another facility only when the continued operation of that school is greater than the cost of transporting those students, plus the added costs at the school to which they are assigned.

Another factor is utilization of the building facilities. A school should be declared cost ineffective whenever that school's enrollment falls well below designed capacity. However, boundary changes, as well as school closings, should also be considered in seeking a resolution to this problem. When it is necessary to close a school, the building should be redeployed to other community or educational purposes.

Applications for hazardous transportation should be carefully screened. Wherever possible, guarded crossings with blinking school zone signs are preferable to transporting children across dangerous streets.

In the event that shifting population permits schools to become naturally integrated, the responsibility of transporting students should be relinquished to the parents and the funds so released be used to maintain quality educational standards in neighborhood schools.

Standards of Quality for Buildings and Sites:

The Task Force believes that so long as we are in a period of declining enrollment, a moratorium should be called on the construction of new buildings and the purchase of sites. If and when consideration is given to new site purchase, 10 acres should be considered for elementary schools, 20 for junior highs and 40 for senior highs. While these site sizes are desirable, they are not necessarily mandatory, particularly for older schools with small enrollments. Standard proven design and modular construction could perhaps save much in architect's fees and construction costs and still meet requirements of comfort, flexibility and function. Additional consideration should be given to health and environmental factors, energy

consumption, accessibility to physically handicapped and the avoidance of traffic hazards.

New schools should not be built for the convenience of new residential developments while existing schools are adequate for the total school population. Schools should be closed only as a last resort. Other alternatives, such as reduced curricula and boundary changes, should be considered first.

Where school closings cannot be avoided, the cost of bringing any remaining substandard schools up to modern standards must be compared with the cost of razing and replacement on the same site. If at all possible, the costs of bringing buildings up to desired standards should be financed from current revenues, not a bond issue. Unneeded acreage should be sold and the resulting income used to renovate existing buildings. No building should be considered for renovation if there is danger of closure within three years.

Building Utilization:

Declining school enrollment may have certain advantages. With all the concern over declining achievement and lower college entrance examination scores, perhaps this is the time to reduce class sizes and individualize instruction. Class sizes should be kept at or below the level recommended by the State Department of Education.

The Tulsa School System should strive to utilize school facilities at a minimum of 75% of capacity and a maximum of 100%. When enrollment in a school reaches 100% of building capacity, students should be assigned to the next nearest school. Every effort should be made to use teaching and administrative staff in multiple positions to reduce costs. Parts of school buildings not fully utilized should be shut off from the rest of the school and leased to public agencies. Any school considered for closing should be carefully evaluated on its own merits and not solely on the basis of rigid across-the-board cost effectiveness statistics. Boundary lines should not be regarded as sacred but should be redrawn as needed to balance enrollments between schools.

Pre-fab classrooms counted as student capacity cause our facility utilization levels to appear unusually low. If only permanent classrooms were counted, our system would have just under 75% occupancy, rather than the 65% level usually reported. It is recommended that unnecessary pre-fab classrooms be sold or moved to surrounding school districts which are in need of additional space.

The Task Force feels that present regulations impede easy access on the part of residents to school facilities after school hours. Encouragement should be given to residents to use gymnasiums, swimming pools and classrooms for recreation, continuing education classes and extension courses. Reasonable rental fees for the use of surplus school facilities should help bring low enrollment schools up to the cost effectiveness level.

Closed schools should be leased rather than sold, since the regeneration of inner city areas may once again bring families back to the heart of the city.

Any solution to the declining enrollment problem will require the complete support of the citizens whose tax money maintains the schools. There should be a constant, long-range effort to keep the citizenry informed and involved in the planning, operation and utilization of the schools.

Alternate Use of School Buildings:

As school enrollment drops, empty classrooms become available for other uses. PTA and school officials should work to lease available space at the going rate to help defray school maintenance costs. There are many possible alternate uses for classrooms. These extend from college extension courses to branch libraries, senior citizen centers, medical and dental offices, special reading and math clinics, day care centers and athletic programs.

No school should be closed until all alternatives have been explored. Parents in that neighborhood should be consulted as to what kind of school they are willing to accept. In those instances where all are agreed that a school must be closed, it is recommended that the property not be sold for at least ten years, just in case there is redevelopment of the area. A closed building should be kept occupied during this period because vacant buildings deteriorate rapidly.

It is entirely possible that a closed school could serve as a community center, a neighborhood library or be leased to a private school. (The magnet school plan emphasizing fundamental education has been tried with success in California.) A vacant school could also be renovated as office space and the Education Service Center sold.

Whenever buildings are leased to public or private organizations, rental should be commensurate with going rates to pay for the operation of the building. Uses should also be acceptable to the residents of the surrounding area.

A land developer should not assume a school will be built in any new area he promotes. The school system should not feel it necessary to build a new school in newly developed areas as long as there are available classrooms within bussing distances.

Grade Reorganization:

The Task Force studied four possible grade reorganization plans. The conclusion was that the K-5, 6-8, 9-12 plan has definite advantages over others considered. Placing the last four grades in high school makes it possible to more effectively guide students toward graduation and college entrance. It also permits ninth graders to participate in interscholastic sports.

The sixth graders, as more sophisticated role models, would be removed from elementary schools and have access to richer programs and extra-curricular activities.

A change to this grade organization plan would permit the development of a "middle school" program. Many school systems have found the "middle school" to be a more appropriate transition institution. The kinds of "middle schools" operating now range from what is merely a younger-aged junior high school to what is a true "middle school." The "middle school" concept should be carefully defined, with specific goals and accurate cost estimates.

The burden of this grade pattern would fall on elementary schools which, with one grade less, would find enrollment dropping very low in many cases. Middle

school enrollment would not change and senior highs would increase one grade, thus allowing them to maintain diversity and quality in curriculum.

This recommended grade-structure conversion should be implemented in all schools in the district (except those elementary schools which are part of voluntary integration programs and those elementary schools which are paired or clustered under the desegregation plan) at the same time rather than doing it over a period of years.

It is entirely possible that the time has come to redraw all school attendance areas within the district to permit fuller utilization of facilities and a better balance of population. If such a change is made, the new boundaries should be drawn so that elementary, junior high and senior high schools have coterminous boundaries. This would allow teachers and administrators to develop K-12 programs with a continuum to meet the needs of all the students in the "cluster."

PART TWO

The second mission of the Task Force on Declining Enrollment was to examine the school system, making such recommendations felt necessary to give the best education to the children of Tulsa. This mission included the evaluation of each school, its facilities, cost of operation, present and projected enrollment.

To accomplish the mission, names were drawn at random to form six subcommittees, one for senior high schools, one for junior high schools, and four for the north, south, east and west elementary areas of the city. The school principals were asked to cooperate with these subcommittees and all reports indicate that every courtesy was shown to these hardworking volunteers.

Since there existed no pattern for this type of task force, some mistakes were made. It is the hope of all the members that this report will make it easier for future task forces to do a better job.

One of the problems was that the volunteers for the Task Force did not realize the amount of work to be involved. They believed that the Task Force would meet monthly for a couple of hours of discussion on reading and research assigned. When it became necessary for each subcommittee to spend many hours visiting and evaluating approximately twenty individual schools, some members found that their jobs and other responsibilities precluded active participation. As a result, some of the conclusions published in this report represent a small minority opinion and may not reflect the opinion of the complete Task Force. For this reason it is strongly urged that before action is taken on any recommendation, administrators study and evaluate the recommendation from their professional point of view.

It is recommended that another Task Force be appointed not earlier than three years and not later than five years from now to study the changes that are bound to take place. When volunteers are sought for this job, they should each be informed that fifty to one-hundred hours of hard work, sometimes during daytime working hours, will be required.

Another mistake was the failure to establish a standard weighted matrix prior to visiting each school. This weakness appeared clearly when four subcommittees examined the elementary schools. Reference is made to the elementary school report for further illumination on this problem. This most certainly should be corrected in any future project.

Another interesting bit of confusion was the fact that grade reorganizations were suggested but nothing was agreed upon. Therefore, the high school subcommittee, acting on what seemed to be the opinion of Task Force members, evaluated their high schools on the basis of a four-year 9-12 program. The junior highs assumed a three-year program, either 7-9 or 6-8, but did not consider another recommendation for a 7-8 configuration. The elementary schools worked on the standard basis of K-6, whereas consideration of a K-5 configuration would have made some difference in their recommendations. This too should be worked out before another project of this nature is begun.

It should be recorded that a poll of Task Force members indicated that 92% were for the 9-12 high school arrangement, while 8% were for the present 10-12 system. This was widely confirmed by high school principals.

The same poll showed 8% of the members voting for our present 7-9 junior high system, 54% for a recommended 6-8 middle school system, and 38% for a two-year middle school serving only grades 7-8. The consensus here is not as clear as in the high school poll, but it does lean strongly toward the 6-8 configuration. School principals seem to agree with this because they feel that a two-year middle school, with its 50% turnover each year, added to the annual mobility rate, would make for a chaotic situation. Morale and patron participation would likewise pose a most difficult problem.

In the elementary school area, the poll showed 64% of the members agreeing that today's sixth grader is more mature than in the past and well able to handle a middle school program. The remaining 36% felt sixth graders should stay in elementary school. This consensus is not unanimous, but it does show a respect for the growing maturity of the eleven-year-old student.

All members of the Task Force feel that curriculum in the elementary, junior high and high schools should be integrated as far as possible into one continuum. This should be built upon a base of mutual understanding between the schools, students and parents, beginning with the child's basic education and continuing up to his entry into university or to full-time employment.

Elementary Schools

Four subcommittees were selected from the Task Force to evaluate the Tulsa district elementary schools. It was in their visits to schools in their assigned areas that the need for a common standard, or matrix, became very evident. One committee had a personnel change which delayed its research. In this period the Task Force received an experimental matrix which had been designed for the Denver schools but, we understand, was never used there. From the work done by this subcommittee, it was easy to see that any future task force of this nature should have a properly weighted standard with which to evaluate every school, and a prescribed format for each final report.

The elementary school subcommittees felt that closing a school because of cost ineffectiveness is an important issue, but secondary to the quality of education provided. Below a certain point, it becomes necessary to remove teachers from their specialty, double up on teaching assignments and eliminate special programs such as art, music, physical education and science which are vital to a complete education. On the other hand, such factors as integration and location sometimes make it necessary to maintain an elementary school well below the minimum necessary to make a suitable curriculum possible.

These subcommittees support the opinion of the entire Task Force that a close liaison must be maintained between parents, citizens and school administrators. The neighborhood school, particularly at the elementary level, is a strong tradition and it is difficult to make parents understand that, despite the love of this concept, when enrollment falls below 300 students the quality of education suffers. All plans involving school closing or redistricting should be discussed openly in parent assemblies and in the city media. Every opportunity should be given for open public discussion of all ideas, plans, causes and objections. When patrons understand the importance of proper utilization of taxpayers' dollars and the need for a superior curriculum for their children, they will realize that their school has not been singled out, but that the problem is district-wide and all patrons share responsibility for solving the problem.

The recommendations of these subcommittees were made under the K-6 concept of elementary school. If, as has been discussed, the sixth grade is moved up to the middle school, one-seventh of the enrollment will be taken from the elementary schools. This would not seriously affect most elementary schools, but a certain few would have to be reevaluated to determine whether they had sufficient enrollment to continue.

The Task Force subcommittee for elementary schools recommends:

1. That self-contained classes should be standard in the first three grades. This would allow for emphasis on the 3 R's and provide a strong foundation for future school years.

2. That the formula for determining individual school building capacities be reevaluated. To count the classrooms and prefabs and multiply by 25 is arbitrary. The principal and a school administrator should evaluate each room in each school to come up with a more realistic estimate. If this is done, it is believed that the percentage of occupancy will be more accurately reflected and not as low as the figures now indicate.

3. That the size of classes in such vital subjects as reading, writing and arithmetic be reduced to better prepare students with the most important tools in continuing their education. It is misleading to state that the average class is 25 students. Some special classes are as low as 6 while a nearby math class may have 33 students. Every effort should be made to keep such classes small enough so that teachers can help those who need individual attention in this area which is receiving so much public criticism today.

4. That prefabs be eliminated except where special projects require use of facilities beyond those provided by the regular school building.

Shown below are comments and recommendations of the committees regarding each of the 73 elementary schools.

Addams: With 319 students, this school is barely cost effective but it holds a fairly steady enrollment and is an excellent facility.

Alcott: No comment.

Audubon: No comment.

Barnard: This school is cost effective with about 350 students. However, enrollment is slowly declining. The building is very old and not in sound condition. It appears it will require large maintenance over the next few years.

Recommendations:
1. If Lincoln is closed, send some of its pupils to Barnard.
2. An alternate recommendation would be to close Lincoln, Lee and Barnard and build one new school to replace all three.

Bates: This school is near capacity. Its biggest problem seems to be the high mobility rate.

Bryant: No comment.

Bunche: The enrollment in this school has declined to only 260 pupils in grades K-3, making the semi-departmental organization no longer appropriate. Not only is this plan too costly but special subject teachers (art, music and science) are also no longer teaching in their subject areas.

Recommendation: Bunche should change from a semi-departmental program to self-contained classrooms.

Burbank: No comment.

Burroughs: No comment.

Carnegie: This school has a good enrollment and is expected to remain steady. Part of the building is being used for classes for multiply handicapped.

Celia Clinton: Due to declining enrollment (233 pupils in grades K, 4, 5 and 6) the semi-departmentalized program at Celia Clinton is too costly and has lost its value because special subject teachers (art, music and science) are no longer teaching in their subject area.

There are unused rooms in this schcol which is adjacent to a city park.

Recommendations:
1. Change from semi-departmentalized program to self-contained classrooms.
2. Explore possibility of leasing unused portion of building to Park Department as a recreation center.

Cherokee: No comment.

Chouteau: In spite of boundary lines, it appears that students who should attend Pershing are allowed to attend the newer Chouteau School. This makes for potentially overcrowded conditions at Chouteau and a high cost factor as these students are bussed by Pershing to Chouteau.

Recommendation: Eliminate the policy of permitting students to go to Chouteau from Pershing. Move easternmost boundary from 33rd West Avenue to 25th West Avenue. This would alleviate the growing student body at Chouteau (from Pershing transfers) and allow room to absorb pupils from Riley (closing recommended) who would be assigned to Chouteau.

Columbus: No comment.

Cooper: The Task Force observed that this school has fewer teachers than another school of comparable size in this area. The population of this school has been increasing. There is room in this school for additional students at this time.

Recommendations:
1. The class size be reduced in view of the fact that there is available space and classes are larger than would seem necessary.
2. With the recommended closing of Lynn Lane, those students living south of 11th Street and east of 145th East Avenue be given the choice of attending Cooper or Kerr with transportation provided.

Disney: No comment.

Douglass: This school has now declined to 204 students and is cost ineffective. Students are offered only a basic program. A prefab serves as a gym and there is no physical education teacher. There is no facility for assemblies.

Half of the students are bussed from the Lindsey area. The capacity of the school (475) seems to be over-rated. Rooms are small. There is no kitchen. Food is brought from the Lindsey cafeteria.

Recommendations:
1. Close the school and dispose of the property.
2. Transfer all students to Lindsey only one-half mile away. This would make Lindsey a cost effective school with full-time programs of gym, art and counseling. Lindsey also has adequate assembly facilities and a complete kitchen for preparing hot food.

Dunbar: This school is cost ineffective with only 184 students and also results in an inadequate program. The building is old--built in 1921--and is located on heavily traveled Pine Street, which is both noisy and dangerous to cross.

Recommendation: Close the school and assign all students to the paired Woods-Springdale district.

Eisenhower: Well run school with special classes for the deaf and the only adult mentally retarded class in the state.

Recommendation: Could get along without prefab if necessary.

Eliot: No cost ineffective problem. Seems to be a strong traditional school.

Emerson: This school has a very bright future in terms of potential enrollment.

Eugene Field: No comment.

Franklin: Declining enrollment to about 315 has cut faculty to the point where teachers are teaching two different grades in the same room at one time.

There is a high mobility rate, making it hard to maintain morale and patron participation.

The building is old but no major problems are evident.

Recommendation: If and when this school becomes cost ineffective, the students could be easily absorbed by Hoover or by Hoover and Lanier.

Frost: This is a borderline cost ineffective school with 274 students in a school designed for over 500. Despite its small enrollment, this school offers an excellent program.

Recommendation: This would be an excellent school to try some of the voluntary programs for gifted students.

Fulton: No comment.

Greeley: No comment.

Grimes: No cost ineffective problem is anticipated for the next five years.

Recommendation: The prefabs are not essential and might be sold.

Grissom: New building. Enrollment (817) near capacity but promises to decline.

Recommendations:
1. Do not build proposed Thorpe Elementary as enrollment at Grissom may continue to decline to the point that, with some boundary changes, the students could be easily absorbed in Grissom, Key and Salk.
2. It has been discussed that Thoreau Junior High might eventually be used as a grade school should that Junior High be phased out.

Hawthorne: No comment.

Holmes: There is no problem of declining enrollment at the present time. The unusual thing about Holmes is its boundaries.

Hoover: Very good school. Well off major streets. Large playground. Could handle many more than the present 630 pupils. Building is relatively new and in good repair. Stable neighborhood. Excellent special education program housed in prefabs.

Recommendations:
1. Because of the excellence of this facility, every effort should be made to take advantage of it. Moving all students from Lanier and Franklin might improve the quality of education for all.
2. Special programs now in progress could be transferred to other schools with empty space. No problem or additional cost would be involved, since handicapped children are already bussed or driven to school.
3. Transfer of special programs would make present prefabs unnecessary.

Houston: No comment.

Jackson: No comment.

Jones: No comment.

Kendall: This school is very old and appears to be in poor repair with a high mobility rate. The committee is concerned about children who must cross busy Harvard Avenue without a guard or a light. One child has been killed in the past.

The enrollment is steady and the school should remain cost effective for foreseeable future.

Recommendation: Change the boundary so the children living east of Harvard attend Franklin.

Kerr: Kerr has a capacity of 600 and now has about 330 students. The building is in excellent repair. With additional students, educational opportunities at Kerr could be enhanced.

Recommendation: With the recommended closing of Lynn Lane School, Kerr could easily absorb those Lynn Lane students. It is recommended that these students be allowed to choose either Kerr or Sandburg, with transportation provided.

Key: Enrollment has declined to 356 but may stabilize. Has room for pupils from other areas if needed.

Recommendation: Possible boundary change to increase enrollment, such as from Grissom or Stevenson.

Lanier: An old school (1925), well maintained, with a slowly declining enrollment. The school remains cost effective with about 350 students. The operational costs for this school seem high and should be studied.

Recommendation: If the recommended closing of Lincoln takes place, the special education students could be moved to this school.

Lee: Slowly declining population but still cost effective. The building and grounds are very small but in good repair and adequate.

Recommendations:
1. If Lincoln is closed as recommended, add part of its students to Lee, changing the curriculum as necessary to accommodate additional students.
2. An alternate recommendation would be to close Lee, Lincoln and Barnard and build one new school to replace all three.

Lincoln: This is a very old school in a bad location on one of Tulsa's busiest and noisiest streets. There is a transient population which causes a 64% mobility rate. This makes it difficult to sustain morale and patron interest. The school, with only 225 pupils not including special education, is cost ineffective.

Recommendations:
1. Close the school and divide its students between Lee and Barnard, making one a traditional school and the other open design.
2. An alternative is to further reduce the faculty, consolidate space and rent the remainder of the building.
3. Another alternative is to build a new, flexible, modular building to replace Lincoln, Lee and Barnard.

Lindbergh: No comment.

Lindsey: Lindsey has a cafeteria and caters food to Douglass. Lindsey is now cost ineffective with 213 students. There are no prefabs at Lindsey.

Recommendation: Combine Douglass with Lindsey for a better educational program for both schools. Since they are only one-half mile apart and are already paired, transportation costs would not be increased.

Lowell: This is a very old school (built in 1915) on heavily traveled and dangerous Peoria Avenue. It is borderline cost effective with 311 students and facing a steady decline in the future.

Recommendations:
1. Close the school.
2. Include all of the Lowell district west of Peoria and south of Marshall in Emerson.
3. All other Lowell students should be assigned to the combined Woods-Springdale district.

Lynn Lane: The continuing decline in enrollment to less than 200 has made this a cost ineffective school. The future shows little chance for growth. The building is old and inadequate.

All students are being bussed at the present time.

Kerr, Sandburg and Cooper have adequate surplus space to absorb the students.

There is a need for a recreational facility in this area and the Lynn Lane property is suited for that purpose.

Recommendations:
1. This school be closed and the students given a choice of attending either Kerr or Sandburg with transportation provided.
2. Lynn Lane students living south of 11th Street be given a choice of either Kerr or Cooper with transportation provided.
3. It is recommended the Board of Education take quick action to investigate feasibility of turning the Lynn Lane property into a badly needed recreational facility under the Parks and Recreational Board or some responsible citizens' group.

MacArthur: No comment.

Mark Twain: No comment.

Marshall: Increasing enrollment is projected but no space problem is anticipated, nor any problem of being cost ineffective.

Mayo: No comment.

McClure: Increased enrollment is projected, so there should be no problem of McClure becoming cost ineffective in the foreseeable future.

McKinley: No comment.

Mitchell: No comment.

Owen: No comment.

Park: No comment.

Patrick Henry: With 664 pupils, this school has no cost ineffective problem.

Recommendation: Could do without the prefab if necessary.

Peary: No comment.

Penn: No comment.

Pershing: The bussing of students out of the Pershing area to Chouteau creates a potential problem of overcrowding at Chouteau, as well as a needless expense.

Recommendations:
1. Eliminate the optional area which presently allows Pershing pupils to attend Chouteau.
2. Move Pershing's western boundary from 33rd West Avenue to 25th West Avenue.

Phillips: Because of location, there is a traffic problem at this school. Despite declining enrollment, Phillips is still cost effective with 428 pupils.

Recommendation: Open a drive behind the school to ease traffic congestion.

Pleasant Porter: No comment.

Post: No comment.

Reed: No comment.

Remington: Built in 1967, this building has been plagued with structural problems. It has partially slipped down the side of a hill. One portion became unsafe and had to be rebuilt. Cracks in floors and walls, sprung doors, etc. remain in spite of all efforts to stabilize the structure.

The building was built for air conditioning which was not installed. High windows preclude adequate ventilation.

Mobility rate is 94%.

Recommendations:
1. Close Remington.
2. Move Addams easternmost boundary to SH-75, thus allowing Remington students west of SH-75 to attend Addams.
3. Extend Robertson's current boundary along Skelly Drive to 61st Street between SH-75 and the Arkansas River with former Remington students in this area attending Robertson.
4. This closing not take place until Addams or Remington becomes cost ineffective.

Riley: With 358 pupils, this school is not cost ineffective. However, it is a very old building located on a very small tract of land. Renovation does not appear practical.

Recommendation: Close Riley in the fall of 1978. The bulk of the students to be assigned to Mark Twain with the remainder going to Chouteau.

Robertson: Robertson is located in an area known as Carbondale. It is an integral part of the community that surrounds it, with a loyal and close-knit population of patrons.

Ross: No comment.

Salk: A good air-conditioned facility with a rapidly declining enrollment, resulting in very high operating costs. There are many empty classrooms that should be used.

Recommendation: Given the problems of Stevenson and Salk, the ideal solution would be to incorporate the students of Stevenson into Salk. This should be accomplished with the greatest possible patron participation in the hope of maintaining the goodwill of the patrons of Stevenson. Both groups should have a better education, since there would be enough students to plan and implement more enrichment programs than is possible now at either school.

Sandburg: This school is operating at about 83% of capacity and appears to be in an area where new homes are being built and some future growth anticipated. There is room to absorb some of the students from Lynn Lane.

It is interesting to note that this comparatively new (1971), fully air conditioned school has a utility cost per student of $70.47. Reed (1956) is operating at 72.7% of capacity, is not air conditioned. Its utility cost per student is $21.59.

Recommendation: Those students affected by the recommended closing of Lynn Lane be allowed a choice between Sandburg or Kerr, with transportation provided.

Sequoyah: With the recommended closing of Whittier and Dunbar, Sequoyah would no longer be involved in pairing.

Recommendations:
1. That Sequoyah receive all Whittier pupils living north of the Crosstown Expressway.
2. That Sequoyah be a neighborhood school serving pupils in grades K-6.

Springdale: No comment.

Stevenson: The low enrollment of 277 brings an excessive cost per student and a curriculum that lacks many of the enrichment opportunities. There is a librarian there only one day a week. The other days of the week parents monitor the students in the library while they do directed assignments but not free reading. There is only one hour of physical education each day due to the faculty cut. The school has high patron morale and a remarkable degree of volunteer help (over 4,000 hours last year). The building itself is quite new but seems destined to have severe maintenance problems for the foreseeable future. It is built on a fill, there is water seepage through the floor, and the walls have cracked badly. Every time there is a heavy rain, the building has water run in it.

Recommendations:
1. Close the school. The neighborhood concept would still be maintained by sending the children to Salk or Salk and Key. (Salk could absorb all the students, but Key could not.) It is our feeling that it would be better to send all the children to one school than to split them up. The neighborhood concept would be maintained because both schools feed into the same junior high (Byrd) and the area involved is similar in most respects and is very close. We estimate that no child would be on the bus more than 20 minutes and in a car the time would be under five minutes.
2. Open enrollment city-wide and use this building as a magnet school. It would be strictly a traditional 3 R's school with homeroom teachers teaching everything. This is a plan that some other cities have begun to use with some success. This would not relieve much of the financial burden of this school but would make use of the facility.

Whitman: No comment.

Whittier: This school, built in 1917, is one of the oldest. It is plagued by heavy traffic and noise on both Lewis and the Crosstown Expressway. With 325 pupils, it is borderline cost effective.

Recommendations:
1. Close the school.
2. Combine the Whittier district north of the Crosstown Expressway with Sequoyah.
3. Kendall district boundary should be changed to include that portion of former Whittier district south of the Crosstown.
4. The Sequoyah-Whittier combined district would no longer be involved in pairing but would serve all pupils, grades K-6, in the Sequoyah building.

Woods: No comment.

Junior High Schools

The Task Force concludes that the junior high schools are not in a critical period enrollment wise at this time. For example, if students were evenly distributed, there would be about 700 for each of the 20 schools, below the optimum number of 800 but still a viable number.

This survey was made on the basis of a continued three-year junior high program, either 7-8-9 or 6-7-8. The school principals interviewed seem to think either grouping would work satisfactorily. However, they hate to lose the ninth graders, since they are the leaders in school activities. A poll of the Task Force membership indicated that more than half felt the 6-7-8 program would work best. The suggestion of a 7-8 middle school was discussed and a third of those answering the poll favored such a two-year plan of organization. The school administrators were definitely opposed to the two-year middle school because it meant a 50% turnover each year and tended for low morale and lack of patron interest.

Almost all of the junior high principals interviewed approved of the middle school concept, with the change in curriculum and staff such a change would require. They did not, however, feel that it would do anything to solve the declining enrollment problem.

The Task Force recommends the following for junior high schools:

1. That boundaries be changed in a manner that will equalize enrollment and provide for all graduates of a single junior high school to attend one high school.

2. That optional choice of junior high attendance be eliminated.

3. That junior high school use in community activities be promoted even more than at present. The junior high should be an integral part of the community area.

4. That all prefabs be removed and sold. Prefabs were installed as a temporary solution to a former problem. Their continued existence

simply inflates the rated capacity of the schools and increases utility and maintenance costs. Permanent buildings are in good condition and more than adequate for present or anticipated future enrollment.

5. That no closing of junior high schools or development of new junior high sites be recommended at this time.

Shown below are comments and recommendations of the committee regarding each of the 20 junior high schools.

Anderson: No comment.

Bell: No comment.

Byrd:

Recommendation: Extend the boundary line so that all students south of 61st, from Yale to Memorial, attend Thoreau instead of Byrd.

Carver: This school is cost ineffective but performs an important function in its area as a middle school and a magnet school. Curriculum is geared to its unique situation.

Cleveland: No comment.

Clinton: No comment.

Edison:

Recommendation: That closer attention be paid to students who opt for Edison and should be attending Wright.

Foster: No comment.

Gilcrease: No comment.

Hamilton: No comment.

Lewis and Clark: No comment.

Madison: High percentage of special education. Specialized reading program and math title program.

Recommendation: That the north boundary of the non-contiguous area of Madison coincide with Central's boundary.

Monroe: No comment.

Nimitz: No comment.

Roosevelt: This school is cost ineffective but performs an important function in its area. It is 50% integrated. Curriculum is geared for this unique situation. The mobility rate is high but they have the special staff to relate to these problems by gearing their efforts to each individual student.

Recommendation: If the cost of operation becomes prohibitive in the face of declining enrollment, this school could be closed and all students transferred to Madison which has plenty of room and could be greatly strengthened by such a move.

Skelly: No comment.

Thoreau: Thoreau is a fine new school but it is cost ineffective. Unless enrollment increases, a change to an elementary school might be considered.

Recommendation: Extend boundary line so that students south of 61st from Yale to Memorial attend Thoreau instead of Byrd. New housing anticipated in this area would feed students into Thoreau.

Whitney: No comment.

Wilson: No comment.

Wright: Students from elementary schools Holmes, Eliot and Barnard have option to attend Wright or Edison. A large number opt for Edison, depriving Wright of students needed to justify an adequate program.

Recommendation: All elementary students in Wright's district be assigned only to Wright and not be allowed to attend Edison.

Senior High Schools

"When I first began my investigation of Tulsa senior high schools, I felt that only two were adequate to provide my son with a secondary education. At the conclusion of my work, I was convinced he could obtain an equally good education at any one of the ten schools." This statement by a Task Force member says a great deal for the quality of secondary education in Tulsa. Any changes contemplated for this successful system should be carefully made with constant effort to preserve and improve the quality of each school.

Academic opportunity in a high school is directly affected by enrollment, in that it is economically possible to offer a rich and varied curriculum only in a school containing a large student enrollment while maintaining the ideal 25 to 1 pupil/teacher ratio.

It is believed that grade reorganization, which would create four-year high schools, is not only possible for Tulsa public senior high schools, but is considered highly desirable by all the school administrators who were visited. With such grade reorganization, Tulsa senior high schools would not be seriously affected by declining enrollment for some years to come. If the recommendation to move ninth graders to senior high schools is not adopted, a reevaluation of the senior high schools would be necessary.

In visiting Tulsa's high schools, it was found that each of the schools is an entity, exhibiting distinct characteristics, caused in part by geographical location, physical plant, faculty and staff, curriculum, integration and community identification. Patron interest and loyalty may be improved by much greater community use of high schools. It is felt these activities should be encouraged for better utilization of the special rooms and equipment contained therein, i.e., gyms, swimming pools, laboratories, media centers, shops, etc.

The Task Force makes the following recommendations for senior high schools:

1. That all the Tulsa public high schools be converted to and maintained as four-year high schools, to include ninth, tenth, eleventh and twelfth grades. This would allow for expanded curricula and could induce more students to complete school through graduation.

2. That any necessary refinishing or remodeling of the high school buildings take place prior to the introduction of the ninth grade into high schools, so that these students may be accommodated and assimilated with minimal disruption of present enrollments and faculties.

3. That grade reorganization and suggested boundary changes be implemented for the 1979-1980 school year, and that the time of such changes be announced as far as possible in advance of enrollment for the 1979-1980 school year. Graduating seniors would be allowed to attend and graduate from either of the high schools in the case of a boundary change. In the event these changes are announced prior to the end of the 1977-1978 school year, sophomores would be permitted to enroll in the school from which they would graduate without penalty of athletic eligibility.

4. That coterminous boundaries be created for junior and senior high schools, where possible and feasible. This would allow for a desirable continuum of curriculum and would not cause additional busing of students.

5. That teachers be transferred and/or hired in order to attain the desired 25-1 student/teacher ratio. This is considered necessary in order to promote and maintain academic excellence.

6. That equipment, books and materials be furnished as needed to the high schools and that greater flexibility be allowed the schools in deciding appropriate expenditures of book and equipment allotments in order to attain and maintain academic excellence.

7. That Tulsa Public Schools create an underclass athletic program in the senior high schools and provide funding for the initial cost of such a program and financial support on a continuing basis.

8. That privilege passes for high school students be more carefully granted and that criteria for issuing them be more stringently observed. DE, COE and ICE programs, good grades and good attitudes, and proven need for jobs should be among the criteria for granting privilege passes.

Shown below are comments and recommendations of the committee regarding each of the 10 senior high schools.

Central: Central's administration favors the four-year high school concept and foresees no real problem in accommodating the increased number of students presented by grade reorganization, other than scheduling gymnasium use for varsity athletic classes. This problem could be alleviated by making use of a "zero hour" or by sharing facilities with Roosevelt or Madison Junior High School or Owen Recreation Center.

Central is in excellent condition and would appear to need no modification in order to contain the additional number of students presented by including ninth grade as part of the total enrollment. Full utilization of subject areas would be required in accommodating students in the areas of homemaking and vocational courses.

Dance and piano lab are subjects offered at Central that are not available in other Tulsa high schools.

East Central: East Central's administration favors the four-year high school concept and would welcome ninth grade. They have managed large numbers of students in the past by utilizing the auditorium for classroom space, and they feel that a large enrollment presents no particular problem.

Recommendations:

1. That the area bounded by Memorial Drive, Mingo (97th East Avenue), Virgin Street and 11th Street be relinquished to Will Rogers High School, thereby creating coterminous boundaries for Rogers with Bell and Hamilton Junior High Schools.
2. That the area bounded by 97th East Avenue, the Mingo Valley Expressway, Skelly Drive and 31st Street be relinquished to Nathan Hale High School, thereby creating a coterminous boundary for Hale with Skelly Junior High School.

Edison: Edison's administration favors the four-year high school concept and would welcome a ninth grade class. The transition would take place smoothly, since most of the ninth grade is already in the same building. Present room utilization is comfortable for the first time in years.

Edison is in very good condition and appears to require no modification in order to accommodate the additional students presented by inclusion of a freshman class.

Hale: Hale's administration favors the four-year high school concept and would welcome the addition of the ninth grade.

Hale High School is in very good condition and would require no modification to accommodate the number of students presented by the recommended boundary changes and the inclusion of the ninth grade class.

It is possible that the implementation of these recommendations might necessitate partial use of the adjacent and vacant space at Whitney Junior High School on a temporary basis in order to make the best use of some special subject areas.

Recommendations:
1. That the area bounded by Sheridan Road, Memorial Drive, 11th Street and Admiral Place be relinquished to Rogers High School, thereby creating a coterminous boundary for Rogers with Bell Junior High School.
2. That the area bounded by 97th East Avenue, the Mingo Valley Expressway, Skelly Drive and 31st Street be relinquished by East Central to Hale, thereby creating a coterminous boundary for Hale with Skelly Junior High School.

Mason: Mason's administration favors the four-year high school concept, and the school could very easily accommodate the additional number of students presented by the recommended boundary change and the addition of a freshman class.

The condition of the building is excellent and it would require little modification in order to contain the additional number of students presented by the adoption of the recommendations.

It should be noted that the utility cost per student at Mason is $97.16 as compared to $17.12 at Hale.

Recommendations:
1. That the area bounded by Harvard Avenue, Yale Avenue, Skelly Drive and 66th Street be relinquished by Memorial High School to Mason, thereby creating a coterminous boundary for Mason with Nimitz Junior High School.
2. That expansion of curriculum coincide with grade reorganization and boundary changes.
3. That the lower media area be converted to classroom space in order to accommodate the additional students.
4. That the basement area be converted to shops and classrooms if additional space is needed.

McLain: McLain's administration would welcome the addition of the ninth grade on the condition that enough competent teachers be added to the faculty to assure quality academic opportunity to the students. The suggestion was made that there is a need to continue to upgrade the McLain faculty and that teacher evaluations need to be more carefully scrutinized.

A large number of students at McLain seem to be reading well below grade level. This seems to compound the problem of absenteeism. It was reported that only a small number of students, approximately 5%, leave school during the school day in order to work.

Welding is a class offered at McLain that is not offered in other Tulsa public high schools. Cosmetology is offered only at McLain and Will Rogers High Schools.

McLain is in good condition and would require no modification in order to accommodate the addition of a freshman class.

Memorial: The addition of the ninth grade students to Memorial's enrollment would insure that Memorial would have enough students to continue to offer a very adequate curriculum despite suggested boundary changes.

There is a proposed development of 167 acres in the area bounded by 61st and 71st between Sheridan and Memorial that will have lots available in January, 1978. This is projected to be developed within two years and will have 302 single family dwellings, 61 duplex dwellings and 398 apartments.

During the 1979-80 school year, Memorial could possibly have some crowding in areas of special use, such as typing, homemaking, etc. Full utilization of special use areas would be required in order to accommodate the ninth grade class but future projections indicate continued decline, thus relieving any overcrowding.

Recommendation: That the area bounded by Harvard Avenue, Yale Avenue, Skelly Drive and 66th Street be relinquished to Mason High School, thereby creating a coterminous boundary for Mason with Nimitz Junior High School.

Rogers: Rogers' administration would welcome the addition of the ninth grade class and the proposed boundary changes. There are 30 more students at Rogers than were projected for this fall. Even so, this high school has twenty-six classrooms that are vacant or are used for other purposes.

Rogers has excellent facilities, although there is some equipment that has become obsolete and needs replacement.

Rogers offers courses in organ, harp and electronic music that are not offered elsewhere in the school system. Cosmetology is offered at Rogers as well as at McLain.

Rogers has an extremely large number of students who work and, therefore, are not in school a full day. This has a negative effect on advanced and multiple course electives.

There may be some regrowth in this area if good schools are available to parents who choose to buy older housing.

Recommendations:

1. That the area bounded by Sheridan Road, Memorial Drive, Admiral Place and 11th Street be relinquished by Hale High School to Rogers High School, thereby creating a coterminous boundary for Rogers with Bell Junior High School.
2. That the area bounded by Memorial Drive, Mingo Road (97th East Avenue), 11th Street and Virgin Street be relinquished by East Central to Rogers High School, thereby creating coterminous boundaries for Rogers with Bell and Hamilton Junior High Schools.

   These are the only junior high boundaries in this area that could be made coterminous with Rogers without having a negative effect on desegregation.

Washington: The administration at Washington High School was most courteous and welcomed the opportunity to show our committee the operation of a four-year high school. They feel that ninth grade belongs in high school, as did the administrations of all the Tulsa high schools.

The committee did feel that too many prefab structures were in use as classrooms at Washington, but are not sure how long their use will be necessary. Therefore, we offer no recommendation for additional permanent space at Washington.

Webster: Webster's administration would welcome a ninth grade class. Webster operated as a four-year high school in its earlier years.

The buildings are in good condition and would require no modifications in order to accommodate the number of students presented by including ninth grade as a part of the total enrollment.

Webster's enrollment this year is 47 more students than was projected. It is a school that is operating with prefab classrooms in use and the permanent structures seem to be relatively full. The school is in a very distinct neighborhood and has a close relationship with the community and community support.

The inclusion of ninth grade students would allow better utilization of teachers and give better continuity of curriculum development. Webster has adequate gym and cafeteria facilities to accommodate the ninth grade.

There is a proposed development of 160 acres in an area at 61st Street and Union Avenue, within the Tulsa School District. It would contain 154 single family dwellings.

APPENDIX

MEMBERSHIP TRENDS IN THE TULSA PUBLIC SCHOOLS
(First Quarter Membership)

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Graduates	Sp. Ed.	TOTAL
1964-65	6,430	6,771	6,451	6,294	6,016	6,205	5,872	5,655	5,459	5,272	5,058	4,749	4,493	4,331	1,081	75,806
1965-66	6,446	7,037	6,217	6,428	6,305	5,995	6,237	5,870	5,629	5,393	5,209	4,715	4,471	4,240	1,171	77,123
1966-67	6,464	6,946	6,489	6,141	6,280	6,293	5,905	6,237	5,876	5,619	5,410	4,943	4,332	4,173	1,353	78,288
1967-68	6,496	6,851	6,387	6,360	6,076	6,256	6,227	5,940	6,138	5,828	5,633	5,083	4,647	4,512	1,599	79,521
1968-69	6,369	6,915	6,439	6,280	6,299	6,010	6,203	6,231	5,933	5,997	5,813	5,289	4,716	4,523	1,621	80,115
1969-70	6,084	6,645	6,314	6,276	6,131	6,188	5,935	6,097	6,115	5,833	5,922	5,424	4,882	4,752	1,720	79,566
1970-71	5,335	6,340	6,094	6,165	6,060	5,929	6,096	5,794	5,976	5,984	5,694	5,451	4,975	4,909	1,870	77,763
1971-72	5,102	5,442	5,885	5,827	5,974	5,850	5,762	5,746	5,532	5,649	5,863	5,298	5,132	4,971	1,922	74,984
1972-73	4,872	5,083	4,944	5,501	5,467	5,641	5,549	5,395	5,549	5,283	5,564	5,250	4,760	4,558	2,112	70,970
1973-74	4,842	4,879	4,653	4,702	5,163	5,198	5,397	5,352	5,204	5,316	5,138	4,962	4,665	4,470	2,258	67,729
1974-75	4,973	4,865	4,587	4,541	4,564	5,040	5,047	5,253	5,181	5,056	5,331	4,561	4,478	4,428	2,503	65,980
1975-76	4,911	5,020	4,585	4,270	4,340	4,432	4,896	4,939	5,075	5,072	4,968	4,734	4,165	4,126	2,604	64,011
1976-77	4,804	4,896	4,449	4,207	3,971	4,144	4,259	4,666	4,677	4,865	4,991	4,374	4,349	4,318	3,026	61,678
1977-78	4,269	4,778	4,350	4,141	3,902	3,839	3,945	4,076	4,454	4,430	4,683	4,390	3,947		3,452	58,656

Paul I. McCloud, Assistant to Superintendent
Research, Planning and Development

January 4, 1978

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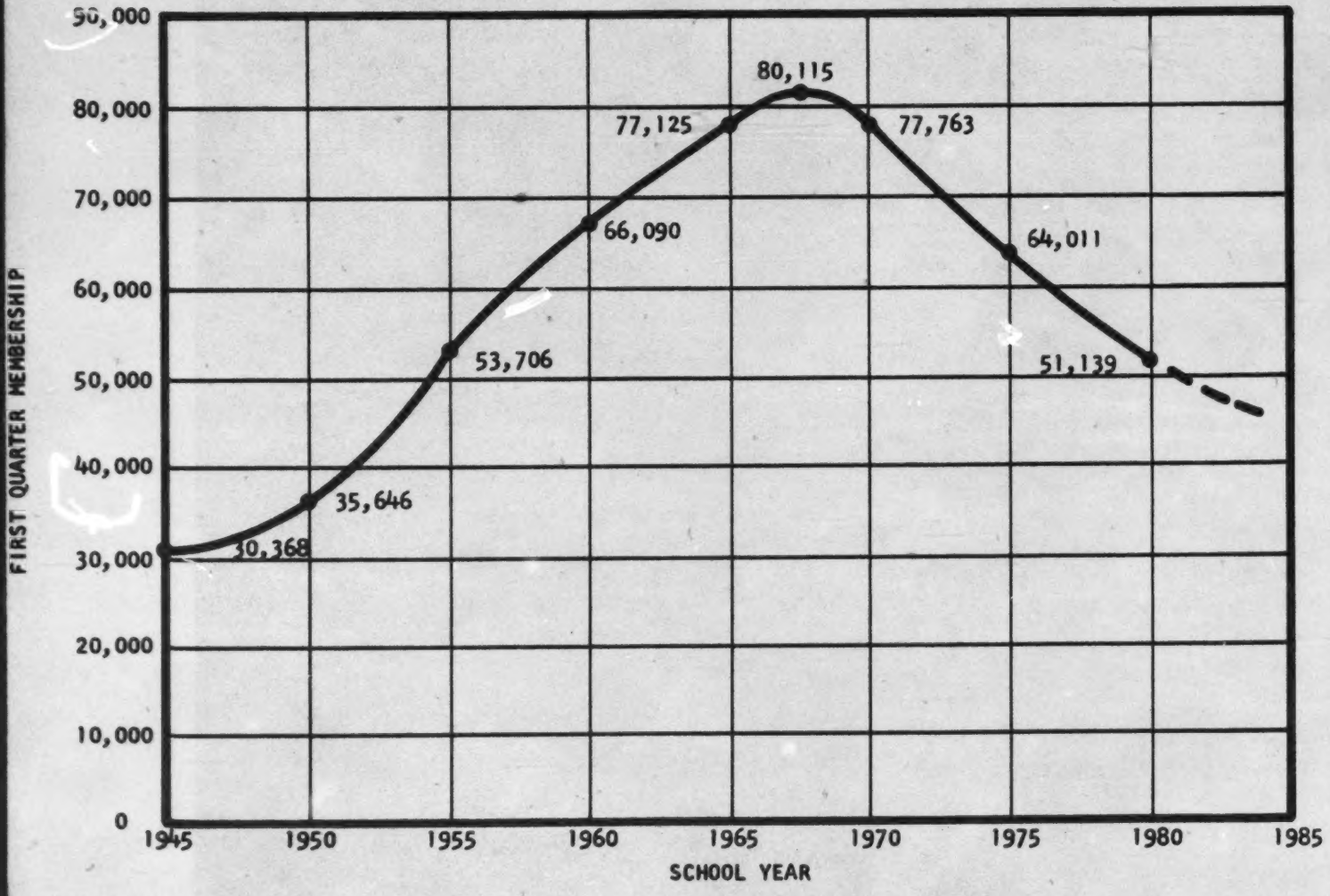
Chart of

MEMBERSHIP TRENDS IN THE TULSA PUBLIC SCHOOLS



MEMBERSHIP SUMMARY AND FORECAST*

	1975-76	1976-77	1977-78	Forecast 1978-79	Forecast 1979-80	Forecast 1980-81	Forecast 1981-82	Forecast 1982-83
Elementary	33,710 (-1,095)	32,261 (-1,449)	30,954 (-1,307)	29,860 (-1,094)	29,219 (-641)	28,899 (-320)	28,656 (-243)	28,771 (+115)
Junior High	15,894 (-358)	15,080 (-814)	13,986 (-1,094)	12,864 (-1,122)	11,625 (-1,239)	10,894 (-731)	10,446 (-448)	10,177 (-269)
Senior High	14,407 (-516)	14,337 (-70)	13,716 (-621)	13,056 (-660)	12,316 (-740)	11,346 (-970)	10,428 (-918)	9,435 (-993)
TOTAL	64,011 (-1,969)	61,678 (-2,333)	58,656 (-3,022)	55,780 (-2,876)	53,160 (-2,620)	51,139 (-2,021)	49,530 (-1,609)	48,383 (-1,147)

* Gain (+) or Loss (-) from previous year.

Individual School Data Reports

School	Year Built	Capacity	Membership* Nov., 1972**	Nov., 1977	Nov., 1982***
Elementary Schools:					
Addams - 5323 South 65 West Avenue	1961	550	364	319	276
Alcott - 525 East 46 Street North	1957	750	660	649	648
Audubon - 2714 South 90 East Avenue	1966	575	354	356	392
Barnard - 2324 East 17 Street	1925	550	442	349	244
Bates - 4821 South 72 East Avenue	1973	475	417	392	322
Bryant - 6201 East Virgin Street	1929	775	544	440	315
Bunche - 2703 North Yorktown Place	1955	675	305	260	198
Burbank - 209 South Lakewood Avenue	1950	550	475	352	358
Burroughs - 1924 North Cincinnati Avenue	1925	1,125	708	502	433
Carnegie - 4309 East 56 Street	1958	775	657	476	366
Celia Clinton - 1740 North Harvard Avenue	1953	550	351	233	201
Cherokee - 6001 North Peoria Avenue	1920	975	684	517	484
Chouteau - 575 North 39 West Avenue	1969	475	498	370	312
Columbus - 10620 East 27 Street	1971	475	470	431	335
Cooper - 1808 South 123 East Avenue	1966	1,000	757	924	1,014

* In all cases, membership reported includes special education pupils.
** Membership adjusted to 1977-78 boundaries.
*** Projected membership.

School	Year Built	Capacity	Membership		
			Nov., 1972	Nov., 1977	Nov., 1982
Disney - 11702 East 25 Street	1969	1,075	675	948	925
Douglass - 3411 North Columbia Avenue	1959	475	278	204	216
Dunbar - 1510 North Madison Avenue	1921	775	338	184	184
Eisenhower - 2819 South New Haven Avenue	1952	675	600	390	238
Eliot - 1442 East 36 Street	1928	650	633	471	563
Emerson - 909 North Boston Avenue	1976	800	929	674	686
Eugene Field - 1116 West 22 Street	1922	600	362	396	496
Franklin - 1135 South Yale Avenue	1927	575	403	314	359
Frost - 203 West 28 Street North	1966	550	428	274	323
Fulton - 8906 East 34 Street	1961	1,000	830	503	427
Greeley - 105 East 63 Street North	1969	625	585	419	359
Grimes - 3213 East 56 Street	1966	525	429	354	251
Grissom - 6646 South 73 East Avenue	1969	925	741	817	516
Hawthorne - 1105 East 33 Street North	1952	700	609	426	461
Holmes - 1202 East 45 Place	1950	550	515	364	235
Hoover - 2327 South Darlington Avenue	1954	1,200	977	630	395
Houston - 5402 North Cincinnati Avenue	1958	1,025	784	756	680
Jackson - 2137 North Pittsburg Avenue	1959	800	674	539	523
Jones - 1515 South 71 East Avenue	1962	475	432	296	236
Kendall - 715 South Columbia Avenue	1912	525	437	465	535

School	Year Built	Capacity	Membership		
			Nov., 1972	Nov., 1977	Nov., 1982
Kerr - 202 South 117 East Avenue	1964	600	458	329	223
Key - 5702 South Irvington Avenue	1961	550	439	356	358
Lanier - 1727 South Harvard Avenue	1925	600	423	346	278
Lee - 1920 South Cincinnati Avenue	1918	400	393	323	277
Lincoln - 1515 South Peoria Avenue	1910	750	400	306	310
Lindbergh - 931 South 89 East Avenue	1957	775	779	613	773
Lindsey - 2740 East 41 Street North	1957	475	275	213	237
Lowell - 1006 North Quaker Avenue	1915	1,000	339	311	402
Lynn Lane - 1120 South 177 East Avenue	1928	500	203	143	94
MacArthur - 2182 South 73 East Avenue	1957	675	578	389	259
Mark Twain - 541 South 43 West Avenue	1925	625	554	370	311
Marshall - 1142 East 56 Street	1953	925	670	541	361
Mayo - 2525 South 101 East Avenue	1973	475	--	387	278
McClure - 1770 East 61 Street	1957	600	485	495	684
McKinley - 6703 East King Street	1956	550	614	485	348
Mitchell - 733 North 73 East Avenue	1960	600	640	410	382
Owen - 1132 North Vandalia Avenue	1952	525	488	420	450
Park - 3205 West 39 Street	1972	450	362	339	274
Patrick Henry - 3820 East 41 Street	1957	900	891	664	607
Peary - 10818 East 17 Street	1968	525	429	388	369

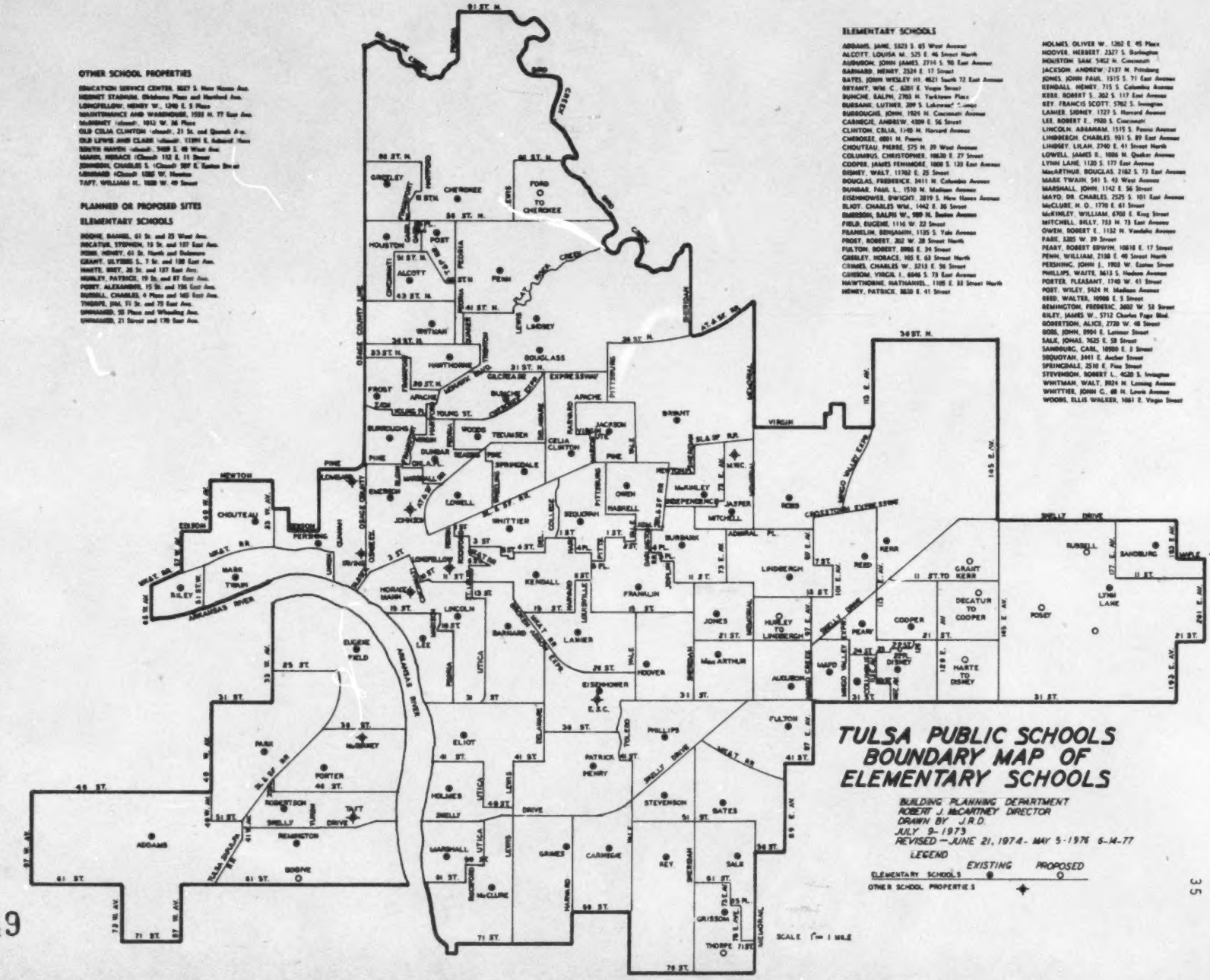
School	Year Built	Capacity	Membership		
			Nov., 1972	Nov., 1977	Nov., 1982
Penn - 2138 East 48 Street North	1959	825	660	575	475
Pershing - 1903 West Easton Street	1918	450	401	368	373
Phillips - 3613 South Hudson Avenue	1959	650	569	428	429
Pleasant Porter - 1740 West 41 Street	1929	450	310	292	301
Post - 5424 North Madison Avenue	1965	525	329	375	461
Reed - 10908 East 5 Street	1956	750	647	541	565
Remington - 2524 West 53 Street South	1967	625	615	454	448
Riley - 5712 Charles Page Boulevard	1920	525	490	358	315
Robertson - 2720 West 48 Street	1929	550	646	454	505
Ross - 8934 East Latimer Street	1961	650	592	343	291
Salk - 7625 East 58 Street	1964	925	857	529	437
Sandburg - 18580 East 3 Street	1971	475	360	363	415
Sequoyah - 3441 East Archer Street	1928	600	379	280	268
Springdale - 2510 East Pine Street	1925	725	492	423	414
Stevenson - 4620 South Irvington Avenue	1966	475	384	277	285
Whitman - 3924 North Lansing Avenue	1961	625	399	324	218
Whittier - 68 North Lewis Avenue	1917	700	394	325	308
Woods - 1661 East Virgin Street	1965	500	518	302	323

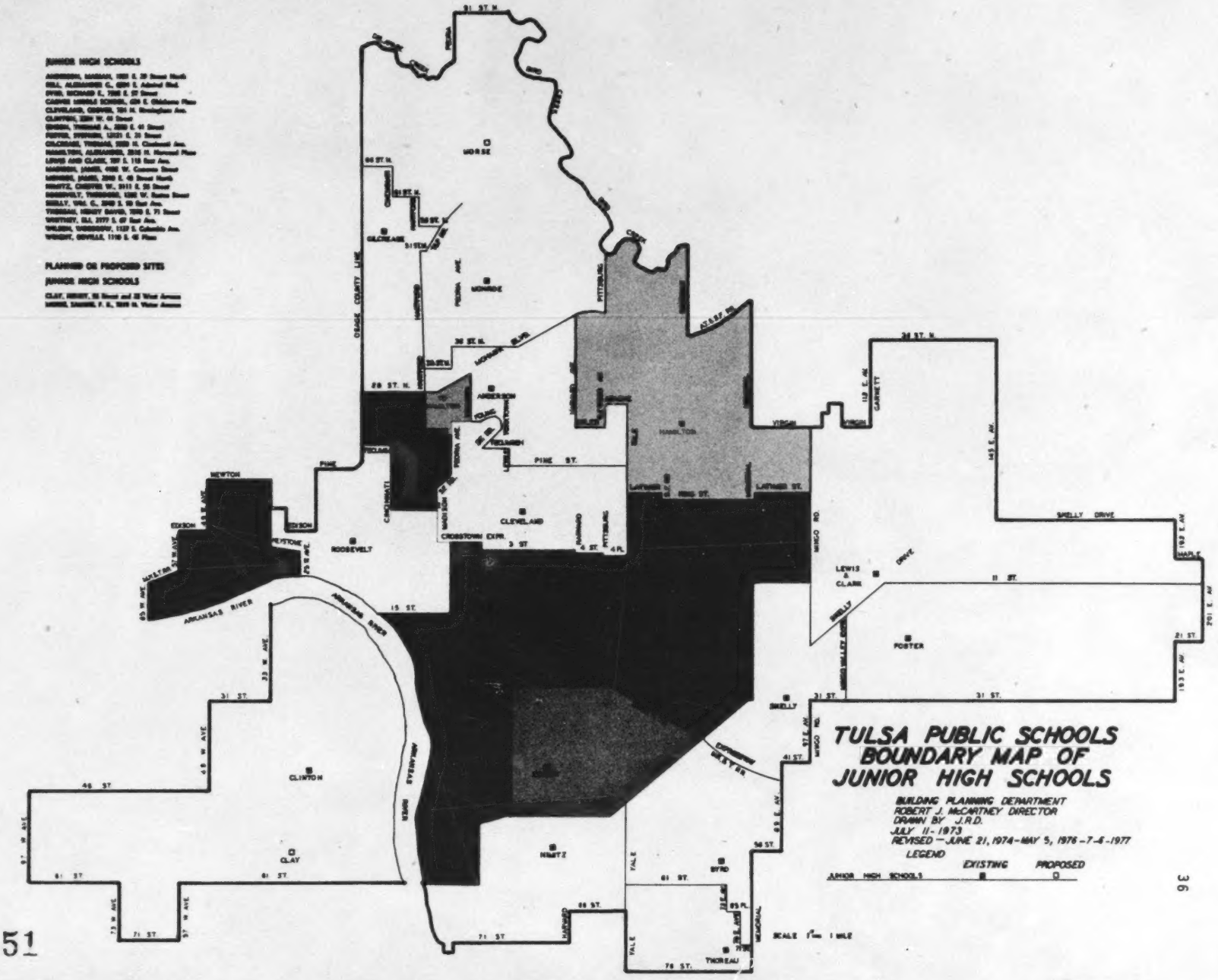
School	Year Built	Capacity	Membership Nov., 1972	Nov., 1977	Nov., 1982
Junior High Schools:					
Anderson - 1921 East 29 Street North	1960	930	653	519	325
Bell - 6304 East Admiral Boulevard	1952	1,200	964	634	409
Byrd - 7502 East 57 Street	1966	1,710	904	784	543
* Carver - 624 East Oklahoma Place	1928	720	--	415	416
Cleveland - 724 North Birmingham Avenue	1926	1,290	794	615	361
Clinton - 2224 West 41 Street	1925	1,530	~~1,787~~ 1,122	929	853
Edison - 2800 East 41 Street	1954	1,380	1,252	939	589
Foster - 12121 East 21 Street	1967	1,620	725	1,055	971
Gilcrease - 5550 North Cincinnati Avenue	1964	1,590	957	929	816
Hamilton - 2316 North Norwood Place	1957	1,380	1,013	786	490
Lewis and Clark - 737 South 113 East Avenue	1971	1,050	858	638	460
Madison - 4132 West Cameron Street	1958	1,020	617	545	315
Monroe - 2010 East 48 Street North	1958	1,320	997	766	650
Nimitz - 3111 East 56 Street	1961	960	832	663	408
Roosevelt - 1202 West Easton Street	1926	1,140	574	406	248
Skelly - 2940 South 90 East Avenue	1966	1,320	1,014	708	439
Thoreau - 7370 East 71 Street South	1973	990	--	497	429
Whitney - 2177 South 67 East Avenue	1960	1,680	1,224	820	424

45 * Includes 6th grade.

School	Year Built	Capacity	Membership		
			Nov., 1972	Nov., 1977	Nov., 1982
Wilson - 1127 South Columbia Avenue	1926	1,410	813	579	548
Wright - 1110 East 45 Place	1959	1,140	840	591	371
Senior High Schools:					
Central - 3101 West Edison Street	1976	1,377	1,958	1,120	673
East Central - 12150 East 11 Street	1966	2,403	1,886	1,851	1,464
Edison - 2906 East 41 Street	1957	1,917	1,778	1,286	889
Hale - 6960 East 21 Street	1959	2,268	2,339	1,945	1,109
Mason - 6350 South Utica Avenue	1974	1,296	--	701	417
McLain - 4929 North Peoria Avenue	1959	2,268	1,565	1,278	738
Memorial - 5840 South Hudson Avenue	1962	2,241	2,116	1,815	1,256
Rogers - 3909 East 5 Place	1939	2,997	2,313	1,658	1,062
* Washington - 1631 East Woodrow Place	1950	1,971	1,017	1,195	1,142
Webster - 1919 West 40 Street	1938	1,323	967	886	651

* Includes 9th grade.


OTHER SCHOOL PROPERTIES
EDUCATION SERVICE CENTER, 3027 S. New Haven Ave.
HERNETT STADIUM, Oklahoma Place and Hartford Ave.
LONGFELLOW, HENRY W., 1240 E. 5 Place
MAINTENANCE AND WAREHOUSE, 1533 N. 77 East Ave.
McKINLEY (closed), 1912 W. 36 Place
OLD CELIA CLINTON (closed), 21 St. and Quanah Ave.
OLD LEWIS AND CLARK (closed), 11391 E. Admiral Place
SOUTH MAYO (closed), 7400 S. 49 West Ave.
MANN, HORACE (Closed) 112 E. 11 Street
JOHNSON, CHARLES S. (Closed) 207 E. Easton Street
LEMLEY (Closed) 1280 W. Newton
TAFF, WILLIAM H., 1028 W. 49 Street
PLANNED OR PROPOSED SITES
ELEMENTARY SCHOOLS
MOORE, DANIEL, 61 St. and 25 West Ave.
DECATUR, STEPHEN, 13 St. and 137 East Ave.
KING, HENRY, 61 St. North and Delaware
GRANT, ULYSSES S., 7 St. and 138 East Ave.
WHITE, BRET, 36 St. and 137 East Ave.
HENLEY, PATRICK, 19 St. and 87 East Ave.
PERRY, ALEXANDER, 15 St. and 106 East Ave.
RUSSELL, CHARLES, 4 Place and 145 East Ave.
THORPE, JIM, 71 St. and 73 East Ave.
UNMANNED, 33 Place and Wheeling Ave.
UNMANNED, 21 Street and 178 East Ave.
ELEMENTARY SCHOOLS
ADAMS, JANE, 5523 S. 65 West Avenue
ALCOTT, LOUISA M., 525 E. 46 Street North
AUDUBON, JOHN JAMES, 2714 S. 90 East Avenue
BARNARD, HENRY, 2524 E. 17 Street
BATES, JOHN WESLEY III, 4621 South 72 East Avenue
BRYANT, WM. C., 6201 E. Virgin Street
BUNCHE, RALPH, 2703 N. Yorktown Place
BURBANK, LUTHER, 209 S. Lakewood Avenue
BURROUGHS, JOHN, 1524 N. Cincinnati Avenue
CARNEGIE, ANDREW, 4309 E. 56 Street
CLINTON, CELIA, 1140 N. Harvard Avenue
CHEROKEE, 6851 N. Peoria
CHOUTEAU, PIERRE, 575 N. 29 West Avenue
COLUMBUS, CHRISTOPHER, 10630 E. 27 Street
COOPER, JAMES FENIMORE, 1008 S. 120 East Avenue
DISNEY, WALT, 11760 E. 25 Street
DOUGLAS, FREDERICK, 3411 N. Columbia Avenue
DUNBAR, PAUL L., 1510 N. Madison Avenue
EISENHOWER, DWIGHT, 3819 S. New Haven Avenue
ELIOT, CHARLES WM., 1942 E. 36 Street
EMERSON, RALPH W., 909 N. Boston Avenue
FIELD, EUGENE, 1116 W. 22 Street
FRANKLIN, BENJAMIN, 1125 S. Yale Avenue
FROST, ROBERT, 202 W. 28 Street North
FULTON, ROBERT, 8905 E. 34 Street
GREELEY, HORACE, 105 E. 63 Street North
GRIMES, CHARLES W., 3213 E. 56 Street
GRISSOM, VIRGIL I., 6046 S. 73 East Avenue
HAWTHORNE, NATHANIEL, 1105 E. 33 Street North
HENRY, PATRICK, 3630 E. 41 Street
HOLMES, OLIVER W., 1262 E. 45 Place
HOOVER, HERBERT, 2327 S. Burlington
HOUSTON, SAM, 5452 N. Cincinnati
JACKSON, ANDREW, 2137 N. Pittsburg
JONES, JOHN PAUL, 1515 S. 71 East Avenue
KENDALL, HENRY, 715 S. Columbia Avenue
KERR, ROBERT S., 302 S. 117 East Avenue
KEY, FRANCIS SCOTT, 5702 S. Irvington
LANIER, SIDNEY, 1727 S. Harvard Avenue
LEE, ROBERT E., 1930 S. Cincinnati
LINCOLN, ABRAHAM, 1515 S. Peoria Avenue
LINDBERGH, CHARLES, 931 S. 89 East Avenue
LINDSEY, LILAH, 2740 E. 41 Street North
LOWELL, JAMES R., 1086 N. Quaker Avenue
LYNN LANE, 1120 S. 177 East Avenue
MacARTHUR, DOUGLAS, 2182 S. 73 East Avenue
MARK TWAIN, 541 S. 43 West Avenue
MARSHALL, JOHN, 1142 E. 56 Street
MAYO, DR. CHARLES, 2525 S. 101 East Avenue
McCLURE, H. O., 1770 E. 61 Street
McKINLEY, WILLIAM, 4700 E. King Street
MITCHELL, BILLY, 733 N. 73 East Avenue
OWEN, ROBERT E., 1132 N. Vandalia Avenue
PARK, 3205 W. 39 Street
PEARY, ROBERT EDWIN, 10810 E. 17 Street
PENN, WILLIAM, 2158 E. 48 Street North
PERSHING, JOHN J., 1903 W. Easton Street
PHILLIPS, WAITE, 5613 S. Hudson Avenue
PORTER, PLEASANT, 1740 W. 41 Street
POST, WILEY, 5624 N. Madison Avenue
REED, WALTER, 10900 E. 5 Street
REMINGTON, FREDERIC, 2602 W. 53 Street
RILEY, JAMES W., 5712 Charles Page Blvd.
ROBERTSON, ALICE, 2720 W. 48 Street
ROSS, JOHN, 8904 E. Latimer Street
SALK, JONAS, 5625 E. 58 Street
SANDBURG, CARL, 10900 E. 3 Street
SEQUOYAH, 3441 E. Archer Street
SPRINGDALE, 2510 E. Pine Street
STEVENSON, ROBERT L., 4520 S. Irvington
WHITMAN, WALT, 3924 N. Lansing Avenue
WHITTIER, JOHN G., 68 N. Lewis Avenue
WOODS, ELLIS WALKER, 1661 E. Virgin Street
TULSA PUBLIC SCHOOLS
BOUNDARY MAP OF
ELEMENTARY SCHOOLS
BUILDING PLANNING DEPARTMENT
ROBERT J. McCARTNEY DIRECTOR
DRAWN BY J.R.D.
JULY 9- 1973
REVISED — JUNE 21, 1974 - MAY 5-1976 6-14-77
LEGEND
EXISTING
PROPOSED
ELEMENTARY SCHOOLS
OTHER SCHOOL PROPERTIES
SCALE 1" = 1 MILE
49
50


JUNIOR HIGH SCHOOLS
PLANNED OR PROPOSED SITES
JUNIOR HIGH SCHOOLS
TULSA PUBLIC SCHOOLS
BOUNDARY MAP OF
JUNIOR HIGH SCHOOLS
BUILDING PLANNING DEPARTMENT
ROBERT J. McCARTNEY DIRECTOR
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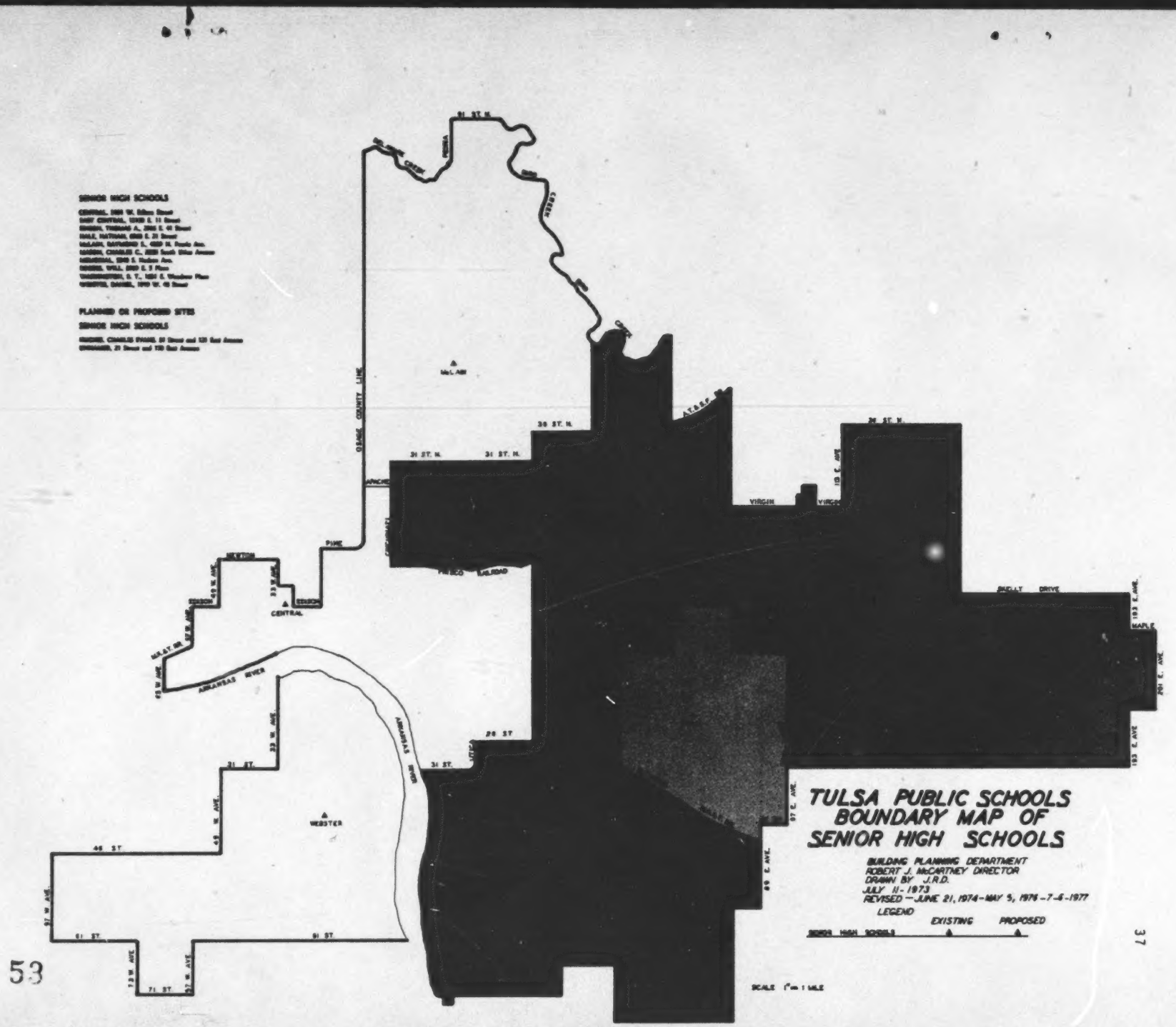
JULY 11-1973
REVISED — JUNE 21, 1974-MAY 5, 1976-7-6-1977
LEGEND
EXISTING
PROPOSED
JUNIOR HIGH SCHOOLS
SCALE 1" = 1 MILE
CLEVELAND
ROOSEVELT
CLINTON
CLAY
HART
BYRD
THOREAU
HAMILTON
FOSTER
LEWIS & CLARK
GILCREASE
MONROE
ANDERSON
WORLEY
ARKANSAS RIVER
CROSSTOWN EXPR.
PITTSBURG
PEORIA AVE.
HARVARD
MEMORIAL
YALE
LEWIS
GARNETT
MINGO RD.
SHELLY DRIVE
31 ST.
41 ST.
61 ST.
71 ST.
81 ST.
91 ST. N.
36 ST. N.
26 ST. N.
PINE ST.
LATHAM ST.
11 ST.
15 ST.
21 ST.
3 ST.
4 PL.
ORAGE COUNTY LINE
51
52


SENIOR HIGH SCHOOLS
PLANNED OR PROPOSED SITES
SENIOR HIGH SCHOOLS
OSAGE COUNTY LINE
ARKANSAS RIVER
McLAIN
CENTRAL
WEBSTER
PINE
VIRGIN
SKELLY DRIVE
MAPLE
TULSA PUBLIC SCHOOLS
BOUNDARY MAP OF
SENIOR HIGH SCHOOLS
BUILDING PLANNING DEPARTMENT
ROBERT J. McCARTNEY DIRECTOR
DRAWN BY J.R.D.
JULY 11-1973
REVISED — JUNE 21, 1974 - MAY 5, 1975 - 7-6-1977
LEGEND
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SENIOR HIGH SCHOOLS
SCALE 1" = 1 MILE